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Course Profile

Classical Languages

Level Two
University Preparation
LVGBU/LVLBU

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needs, as appropriate. This is not a mandated approach to the teaching of the course.
It may be used in its entirety, in part, or adapted.

Spring 2001

Course Profiles are professional development materials designed to help teachers implement the new Grade 11 secondary school curriculum. These materials were created by writing partnerships of school boards and subject associations. The development of these resources was funded by the Ontario Ministry of Education. This document reflects the views of the developers and not necessarily those of the Ministry. Permission is given to reproduce these materials for any purpose except profit. Teachers are also encouraged to amend, revise, edit, cut, paste, and otherwise adapt this material for educational purposes.

Any references in this document to particular commercial resources, learning materials, equipment, or technology reflect only the opinions of the writers of this sample Course Profile, and do not reflect any official endorsement by the Ministry of Education or by the Partnership of School Boards that supported the production of the document.

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Course Overview
Classical Languages, Level 2, University Preparation, LVGBU/LVLBU

Secondary Policy Document Publication Date: *The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, 2000.*

Course Description

"The study of Latin, ancient Greek and Classical Civilizations introduces students to the cultural and linguistic roots of Western societies. By learning these languages, students become more aware of grammar in English and other modern languages. In addition, the study of Latin and/or ancient Greek root words increases vocabulary and improves spelling. As a consequence, students enrolled in Classical studies courses are able to speak, read, and write with greater proficiency, and are able to learn other languages more readily. Moreover, in all Classical studies courses, the knowledge students gain of the literature, mythology, and art, as well as of the commercial and social practices of ancient civilizations, enables them to better appreciate and respect their own heritage and that of others. The discoveries of archaeology have contributed significantly to our knowledge of the geography and history of the Classical world as well as to our understanding of its culture, particularly its art and architecture. For this reason, archaeology and its developments play an important part in Classical studies.

Courses in Classical languages are taught primarily in English. Through activities such as presentations, reports, debates, and seminars, students learn to work cooperatively, develop thinking and communication skills, and acquire self-confidence. The study of Classical languages and civilization challenges students intellectually and gives them an opportunity to develop the knowledge and discipline they need to succeed in post-secondary studies and the workplace of the twenty-first century." *(The Ontario Curriculum, Grades 11 and 12, Classical Studies and International Languages, p. 7)*

Course Notes

The teaching of Latin and ancient Greek does not lend itself to discrete thematic units delivered sequentially. Instead, effective teaching of a Classical language develops a base of knowledge and a number of skills simultaneously. For this reason, Classical languages courses tend to be divided into four distinct but interconnected units: Translation, Grammar, Vocabulary and Derivatives, and Ancient Culture. Teachers select activities from each unit and intertwine them to reinforce and expand student learning and achievement.

Though the primary focus of a Classical language is to teach students to read and translate that language, the ultimate goal is to teach the students to understand and appreciate the essence of the ancient world in the language(s) of its people. In this way, students can understand and appreciate their own culture in a more meaningful way. This is why the cultural topics are such an integral part of the course, and this is the underlying premise on which the variety of texts, currently used throughout the province rely. The culture of the people so heavily influenced the development of Latin and ancient Greek that students must learn about life in the ancient world in order to comprehend the language(s) more effectively.

Generally, teachers are able to deliver activities pertaining to translation or grammar fairly readily and independently. The textbooks available give great assistance. The cultural topics, however, often pose a difficulty in terms of scope, depth, and methods of extension. Indeed, students are fascinated by these topics and want to examine them more fully. This is the reason this course profile develops Unit 4: Ancient Culture. The unit is intended to be of use to teachers of Latin or ancient Greek and to apply to the variety of texts in use.

The student is at the centre of all the activities outlined in this document. However, because students may have little background in a given topic, it is often necessary for the teacher to direct and guide the activities. Teachers using this course profile document should keep in mind that they are their own primary resources and that the key to a successful teaching experience includes preparation, creativity, adaptability, sensitivity, and a sense of humour. The activities in the Ancient Culture unit are suggested as possible teaching approaches, but are in no way intended to be prescriptive. Teachers are not expected to teach all activities in the unit provided. Rather, teachers should select those activities, or parts of activities, which best reflect and reinforce the specific content of the language and textbook being studied, as well as the learning needs of their students.

The approximate length of time the activity will take is suggested in the chart for the unit.
Note: It is essential to remember that these are only approximations, however, and that teachers may adjust the times of the activities to meet their own circumstances. It is assumed that the topics covered in the Ancient Culture unit occupy approximately a third of the course (35 hours out of the 110 required for a credit.)

Course Overview

The following chart is based on the unit structure provided in the course profile for Classical Languages, Level 1. Since the thorough acquisition of knowledge and skill in a Classical language occurs over a sequence of three years, it is appropriate and necessary to maintain this organization of the units. As students move from one level to the next, the time spent on the units will vary with the complexity and demands of the expectations. This chart broadly reflects the overall and specific expectations which should be fulfilled by the end of a course. The five strands (Listening, Speaking, Reading, Writing, and the Application of Knowledge of the Classical language to Other Contexts) are reflected here. The clustering of expectations allows all the strands to be assessed separately or jointly within the unit. Teachers are reminded that activities reflect a number of expectations in order to provide the students with optimal learning opportunities. Since the expectations are found within different strands, the activities will often fall in more than one category of the Achievement Chart.

Course Overview Chart

Cluster	Expectations	Assessment	Focus
1	LIV.01, SPV.01, SPV.02, REV.01, WRV.01, WRV.02, WRV.03, OCV.02; LI1.01, LI1.02, SP1.02, SP1.02, SP1.03, SP1.04, SP1.05, RE1.01, RE1.02, RE1.03, WR1.01, WR1.02, WR1.03, WR1.04, WR1.05, WR1.06, OC1.01. OC1.03, OC1.04	K/U T/I C A	**Translation** (40 hours)
2	LIV.01, SPV.01, SPV.02, REV.01, WRV.01, WRV.02, WRV.03, OCV.01, OCV.02; LI1.01, LI1.02, SP1.01, SP1.02, SP1.03, RE1.02, RE1.03, WR1.02, WR1.03, WR1.04, OC1.03, OC1.04	K/U T/I C A	**Grammatical Knowledge** (25 hours)
3	LIV.01, SPV.01, SPV.02, REV.01, WRV.01, WRV.02, WRV.03, OCV.01, OCV.02; LI1.01, LI1.02, SP1.01, SP1.03, SP1.04, RE1.01, RE1.03, WR1.01, WR1.03, WR1.04, WR1.05, WR1.06, OC1.01, OC1.02, OC1.04	K/U T/I C A	**Vocabulary and Derivatives** (10 hours)
4	LIV.02, SPV.03, REV.02, WRV.02, WRV.04, OCV.01, OCV.02, OCV.03; LI1.03, SP1.03, SP1.05, SP1.06, RE1.01, RE1.03, RE1.04, WR1.03, WR1.04, WR1.05, WR1.06, WR1.07, OC1.03, OC1.04, OC1.05, OC1.06	K/U T/I C A	**Ancient Culture** (35 hours)

K/U = Knowledge/Understanding C = Communication T/I = Thinking/Inquiry A = Application

Unit Descriptions

Note: For the prupose of this Course Profile, the Course Overview Chart on p. 2 combines the essential elements of the Course Overview and Unit Overview Charts.

Unit 1: Translation

The essence of a Classical language course is the reading and translation of text. Therefore, translation forms a significant portion of Classical languages courses. In a Level 2 Classical Language course, students continue to develop the ability to translate increasingly complex passages of Latin or ancient Greek into English and to translate phrases from English into the Classical language. This unit involves a reading – translation approach along with a wide variety of creative and innovative activities to bring vibrancy and humour to a commonly challenging element of the course. Such activities as cloze exercises, oral translations, dramatizations, worksheets, matching or fill in the blank exercises enhance student learning. The course profile for Classical Languages Level 1 contains a variety of useful suggestions.

Unit 2: Grammatical Knowledge

As in Level 1, in order to read and translate Latin and ancient Greek proficiently, students must develop and refine an understanding of a number of grammatical concepts. In addition, they must be able to analyse sentences for syntax, parts of speech, and word order as well as learn various cases of nouns, tenses and moods of verbs, and crucial grammatical constructions. Then they are able to apply their understanding of Classical grammar to English and other languages. Students demonstrate their understanding through translation, composition, and analytical and consolidation activities which require them to apply their knowledge to new situations. While accurate translation can reflect a student's understanding of grammatical concepts, it can also be the result of "guessing" based on contextual clues. It is necessary to include, therefore, strong grammatical instruction in the program so that students understand why some translations are accurate while others are not, and how texts are translated correctly.

Unit 3: Vocabulary and Derivatives

Throughout the Level 2 program, students continue to develop an understanding of essential vocabulary and derivatives necessary for translation and for simple communication within the Classical language. A variety of activities and teaching methods (such as games, flashcards, derivative posters, and so on) appeal to students and assist them in assimilating the required material. Students develop linguistic skills which are not only helpful to them in working with the Classical language, but which greatly facilitate their learning of English and other languages.

Unit 4: Ancient Culture

As in Classical Languages, Level 1, students further enhance their understanding of the language by studying a variety of topics based on the ancient culture. Through a variety of activities, including individual research projects and group work, guest speakers, hands-on activities, and re-enactments, students have the opportunity to see the past come alive. This section of the course is taught in English (with reference to Classical passages read in class), and involves a variety of teaching and learning approaches. This unit constitutes a valuable opportunity for teachers and students to be creative and imaginative in learning about ancient cultures.

Cultural References

Courses in Classical Studies focus on the cultures of ancient Greece and Rome with specific reference to cultures and peoples within the Greek and Roman Empires, such as the Celts, the people of Turkey, those of the Middle East (Syria, Lebanon, Israel, Iraq, Iran), Armenia, Georgia, Romania, parts of India, Egypt, and all of northern Africa. In this way, students are encouraged to appreciate the linguistic and cultural inheritance of the West, which originated in ancient Greece and Rome, and also to demonstrate sensitivity toward, and an appreciation of, the cultures and peoples of a wide geographical region both in ancient times and today. Teachers can also encourage students to draw comparisons between their own cultural backgrounds and those being studied, noting the common characteristics of humanity throughout time.

Teaching/Learning and Assessment Strategies

In order to meet the needs of all students, and to ensure their successful learning, teachers commonly use a number of approaches to deliver the course content including cooperative learning, individual assignments, hands-on/creative activities, games, dramatizations/skits, tests, quizzes, exams, essays/research projects, personal response writing, translations, creative writing, and so forth. They also use a number of diagnostic, formative, and summative assessment tools in order to design these activities and to give students an evaluation of their accomplishments which is fair and accurate. A selection of assessment approaches is suggested at the end of the activities within the unit. Teachers should ensure, as well, that the final summative assessment for the course reflects the four units (Translation, Vocabulary and Derivatives, Grammar, and Ancient Culture) and that they include strategies used to teach these throughout the course as appropriate to a final assessment. It is important that teachers are mindful of the Achievement Chart provided at the end of the policy document when they are designing activities and assessment tools. It is possible for an activity to fall into more than one category in the Achievement Chart.

Seventy per cent of the grade will be based on assessments and evaluations conducted throughout the course. Thirty per cent of the grade will be based on a final evaluation in the form of an examination, performance, essay, and/or other method of evaluation.

An activities-oriented approach to teaching requires teachers to pay particular attention to health and safety considerations. For instance, teachers using food should be aware of any allergies or other medical conditions within the classroom. If an activity requires students to engage in physical activity, teachers should review proper behaviour and safety practices. Teachers should ensure that any materials used for re-enactments, for instance, are safe and appropriate to the students' ages. As always, teachers must pay particular attention to students with special needs.

Accommodations

All students who have been identified with exceptionality will have an Individual Education Program (IEP) provided by the special education department within the school. Teachers should consult the special education personnel when implementing IEP recommendations, especially when trying to deal with more difficult accommodations than those listed below.

Accommodations for students having special needs can be made at various stages in this unit. Teachers should approach the activities in this document, always keeping in mind the specific needs of students within their own classrooms whether these needs are based on students' learning styles or particular challenges.

ESL/ELD Students

Students of ESL/ELD who have not yet achieved a working proficiency in English may experience extreme difficulty in studying Latin/ancient Greek. Computer programs that assist students in learning the elements of Latin/ancient Greek could be incorporated in order to assist them with this process. Additional time for tests, assignments, and other evaluations would also benefit these students and increase their success. In addition, peer mentors can be provided to assist ESL/ELD students in their learning of Latin/ancient Greek. Dictionaries connecting the student's original language to English could be used, for example, to assist these students on tests.

Visual Impairment

Students with visual impairments could be provided with large print versions of written and textual materials or with Braille versions, as available. Students having access to computer technology can be provided with textual material on disk, which can be viewed in magnification or read by an electronic voice. Oral testing can be provided to these students, avoiding the need for written assessment or additional time can be given. "Note buddies" or "peer mentors" could be provided to assist these students with note taking, organization, or group activities. Where slides or videos are used, large-screen televisions can assist those with limited sight in viewing films; slides can be enlarged by placing the projector at a greater distance from the screen. In each case, the teacher should ensure that sufficient aural information accompanies the visuals.

Hearing Impairment

Students with hearing impairments could be seated at the front of the class to allow them to lip read the teacher's speech, or to increase the efficiency of their hearing. In addition, these students can make use of technological hearing devices accompanied by a microphone worn by the teacher. Signers may be available to assist students in their learning. "Note buddies" or "peer mentors" could be provided to assist these students with note-taking, organization, or group activities.

Other Physical Impairments

Students with other physical impairments can be accommodated within an individual school or classroom setting by adjusting the classroom arrangement, such as the arrangements of desks, to facilitate the presence of students in wheelchairs, for example. The special education department, parent(s)/guardian(s), and the student himself or herself, can provide the best information on how this is to be done.

Giftedness

Enrichment can be offered within each activity of the unit to provide a more fulfilling experience. Such accommodations could include more challenging translations, independent research projects requiring a more in-depth analysis, video-making or creative writing projects. Students should be encouraged to use their particular area(s) of giftedness to enhance their learning and meet their potential as fully as possible.

Learning Impairments

Students having learning impairments can be assisted in this course by "peer tutors" and "note buddies" who assist them with organization skills or in the acquisition of new information. Additional time for testing and alternative testing forms can also improve students' success. Computer programs that allow students to work at their own pace and that provide alternate presentation of materials are also available. Dictionaries can also be of significant assistance to these students.

Other Accommodations

Teachers can make other accommodations in consultation with specific students, their parent(s)/guardian(s), social workers, and the special education department of the school in order to create an atmosphere conducive to optimal learning.

Resources

This collection of resources is organized into useful categories, containing publications helpful to teachers of Latin and ancient Greek in teaching about ancient cultures. Some books have been cross-listed because they fit into several categories. In addition, teachers are directed to consult the previous course profile document, *Classical Languages, Level One, Academic, April 2000,* for an additional and extensive list of resources.

The Ontario Classical Association is an excellent teacher resource that provides mentorship information for new teachers as well as useful resources. http://arts.uwaterloo.ca/~lneuru/OCA/oca.html

Cities

Brewer, Richard J. *Caerwent Roman Town*. Cardiff: Cadw: Welsh Historic Monuments, 1993.

Connolly, Peter and Hazel Dodge. *The Ancient City: Life in Classical Athens and Rome.* Oxford: Oxford University Press, 1998.

Connolly, Peter. *Pompeii*. Oxford: Oxford University Press.

Converso, Claudia. *Herculaneum: Civilization and Art.* Milan: Kina Italia.

Cordello. *Ostia: Guide to the Excavations.* Venice: Storti Edizioni, 1994.

Cunliffe, Barry. *Fishbourne: A Roman Palace and Its Garden.* London: Thames and Hudson, 1971.

Goor, Ron and Nancy Goor. *Pompeii: Exploring a Roman Ghost Town.* New York: Harper Collins, 1986.

Hall, Jenny and Ralph Merrifield. *Roman London.* London: Her Majesty's Stationary Office, 1986.

Harmsworth, Andy. *Roman Canterbury: A Journey Into the Past.* Canterbury: Canterbury Archaeological Trust Limited, 1994.

Hernandez, Xavier and Pilar Comes. *Barmi: A Mediterranean City Through the Ages.* Boston: Houghton Mifflin Company, 1990.

Hernandez, Xavier and Jordi Bollango. *Lebek: A City of Northern Europe Through the Ages*. Boston: Houghton Mifflin Company, 1991.

Hernandez, Xavier. *San Rafael: A Central American City Through the Ages.* Boston: Houghton Mifflin Company, 1992.

Hodge, Peter. *Aspects of Roman Life: Roman Towns.* London: Longman Group Limited, 1972.

Macaulay, David. *City: A Story of Roman Planning and Construction.* Boston: Houghton Mifflin Company, 1974.

Millard, Anne. *A Street Through Time: A 12,000 Year Journey Along the Same Street.* London: Dorling Kindersley, 1998.

Mumford, Lewis. *The City in History.* New York, 1961.

Salvi, Giulia, (ed.). *Pompeii: A Practical and Complete Tour Guide of the City.* Florence: Casa Editrice Bonechi, 1996.

Ramm, Herman. *Roman York from A.D. 71: A Pictorial Guide.* York, England: The Ebor Press, 1985.

Webster, Graham and Philip Barker. *Wroxeter Roman City*. London: English Heritage, 1991.

Whalen, Paul, (ed.). *urbs antiqua*. Toronto: Irwin Publishing, 1989. (Contains Latin passages for translation.)

Roman/Greek Army

Map of Roman Britain. Southampton: The Ordinance Survey, Southampton, 1978.

Birt, David. *The Legions Leave*. London: Longman Group Ltd., 1976.

Collingwood, R.G. and Ian Richmond. *The Archaeology of Roman Britain.* London: Methuen and Company Ltd., 1969.

Connolly, Peter. *The Greek Armies.* London: Macdonald Educational Press, 1977.

Connolly, Peter. *Hannibal and the Enemies of Rome.* London: Macdonald Educational Press, 1978.

Connolly, Peter. *The Roman Army.* London: Macdonald Educational Press, 1975.

Connolly, Peter. *Tiberius Claudius Maximus: The Cavalryman.* Oxford: Oxford University Press, 1988.

Connolly, Peter. *Tiberius Claudius Maximus: The Legionary.* Oxford: Oxford University Press, 1988.

Grant, Charles. *Ancient Battles for Wargamers.* Watford, Hertfordshire: Argus Books, 1977.

Hodge, Peter. *Aspects of Roman Life: The Roman Army*. London: Longman Group, 1977.

Mann, J.C. and R.G. Penman. *Literary Sources for Roman Britain.* London: London Association of Classical Teachers, 1980.

Millard, Anne. *Empires and Barbarians from 500 B.C. to 600 A.D.: Ancient China, Mongols, Celts, Persians, and the World of the Greeks and Romans.* London: Usborne Press, 1977.

Millard, Anne. *Warriors and Seafarers from 1500 B.C. to 500 B. C.: the Great Empires of Egypt, Assyria, Babylon, and the World in Old Testament Times.* London: Usborne Press, 1977.

Sutton, Harry T. *Museum Puzzle Picture Book of the Roman Army.* London: Heritage Books, 1982.

Wilkes, John. *The Roman Army.* Cambridge: Cambridge University Press, 1972.

Trade/Economics

Boyne, William. *A Manual of Roman Coins.* New York: Ammon Press Ltd., 1968.

Breglia, Laura. *Roman Imperial Coins, Their Art and Techniques.* New York: Frederick A. Praeger, 1968.

Gardner, Percy. *Archaeology and the Types of Greek Coins.* Chicago: Argonaut Publishers, 1965.

Head, Barclay V. *Guide to the Principal Gold and Silver Coins of the Ancients.* Chicago: Argonaut Publishers, 1968.

Hodge, Peter. *Aspects of Roman Life: Roman Trade and Travel.* Burnt Mill, Essex: Longman Group Limited, 1974.

Petras, Carrington. *Economic Concepts in the Latin Class.* Oxford, Ohio: The American Classical League, 1986.

Historical Fiction

Ancient Greece

Alcock, Vivien. *Singer to the Sea God*. 1992.

Apostolou, Anna. *A Murder in Macedon*. 1997.

Bradley, Marian Zimmer. *The Firebrand*. 1987.

Doody, Margaret. *Aristotle Detective*. 1980.

Graves, Robert. *The Golden Fleece*. 1944.

Green, Roger Lancelyn. *The Luck of Troy*. 1961.

Green, Roger Lancelyn. *The Tale of Troy*. 1958.

Mclaren, Clemence. *Inside the Walls of Troy*. 1996.

McCullough, Colleen. *The Song of Troy*. 1998. This is part of a series of such books.

Renault, Mary. *The King Must Die*. 1958. This is part of a series of such books.

Sutcliffe, Rosemary. *Black Ships at Troy*. 1993. This is part of a series of such books.

Sutcliffe, Rosemary. *The Wanderings of Odysseus.* 1995. This is part of a series of such books.

Roman Empire

Bradshaw, Gillian. *A Beacon at Alexandria.* 1987.

Davis, Lindsey. *Silver Pigs.* 1989. This is part of a series of such books.

Fast, Howard. *Spartacus.* 1951.

Gann, Earnest K., *The Antagonists.* 1986.

Hunter, Mollie. *The Stronghold.* 1974.

Nichols, Ruth. *The Left-Handed Spirit.* 1978.

Roberts, John Maddox. *The Temple of the Muses.* 1992. This is part of a series of such books.

Saylor, Stephen. *Roman Blood.* 1990. This is part of a series of such books.

Schneider, Mical. *Between the Dragon and the Eagle.* 1997.

Sutcliffe, Rosemary. *Song for a Dark Queen.* 1978. This is part of a series of such books.

Wallace, Lew. *Ben Hur.* 1881.

Whyte, Jack. *The Sky Stone.* 1992. This is part of a series of such books.

Roman Emperors

Davis, Lindsay. *The Course of Honour.* 1997. This is part of a series of such books.

Graves, Robert. *I, Claudius.* 1934.

Graves, Robert. *Claudius the God.* 1935.

Hersey, John. *The Conspiracy.* 1972.

Massie, Allen. *Augustus.* 1983.

Massie, Allen. *Caesar.* 1986.

Massie, Allen. *Tiberius.* 1990.

Massie, Allen. *Nero.* 1991.

McCullough, Colleen. *The First Man in Rome.* 1980. This is part of a series of such books.

Wishart, David. *Nero*. 1996.

Ancient Religions

Croft, A.M. *fabulae antiquae*. London: Bell and Hyman Ltd., 1918. Contains Latin myths to translate.

Cumont, Franz. *Astrology and Religion Among the Greeks and Romans.* N.Y.: Dover Publications, 1960.

Dumezil, Georges. *Archaic Roman Religion.* Vol. 1 and 2. Chicago: University of Chicago Press, 1970.

Gardner, Jane. *Roman Myths.* London: British Museum Press, 1993.

Goldman, Norma and Jacob E. Nyenhuis. *latin via ovid.* Detroit: Wayne State University Press, 1982.

Green, Miranda J. *The Gods of Roman Britain.* Buckinghamshire, U.K.: Shire Publications, 1994.

Gummere, John Flagg and Annabel Horn. *Classical Myths and Legends.* Glenview, Illinois: Scott Foresman and Company, 1950. Contains Latin myths to translate.

Hanlin, Jayne I. and Beverly E. Lichtenstein. *Learning Latin through Mythology.* Cambridge: Cambridge University Press, 1991. Contains Latin myths to translate.

Levi-Strauss, Claude. *Myth and Meaning: Cracking the Code of Culture.* N.Y.: Schocken Books, 1979.

Marinatos, Nanno. *Minoan Religion: Ritual, Image, and Symbol.* Columbia, South Carolina: University South Carolina Press, 1993.

Massey, Michael. *Roman Religion.* London: Longman Press, 1979.
Meyer, Marvin W. (ed.). *The Ancient Mysteries: A Sourcebook – Sacred Texts of the Mystery Religions of the Ancient Mediterranean World.* New York: Harper Collins, 1987.
Ogilvie, R.M. *The Romans and Their Gods.* London: Hogarth Press, 1986.

Technology/Science/Medicine

Beshore, George. *Science in Ancient China.* New York: Franklin Watts, 1998.
Beshore, George. *Science in Early Islamic Cultures.* New York: Franklin Watts, 1998.
The Campanian Society, Inc. *Inventions and Inventors, Mythical and Real.* 1995.
Chirinian, Helene. *Technology Connections for Ancient Egypt.* N.Y. Teacher Created Materials, Inc.
Chirinian, Helene. *Technology Connections for Ancient Greece.* N.Y.: Teacher Created Materials, Inc.
Chirinian, Helene. *Technology Connections for Ancient Rome.* N.Y.: Teacher Created Materials Inc.
The Corning Museum of Glass. *Roman Glass in the Corning Museum of Glass.* N.Y.: Dover Pub., 1997.
Crosher, Judith. *Technology in the Time of Ancient Greece.* New York: Grail Foundation Press, 1998.
Crosher, Judith. *Technology in the Time of Ancient Egypt.* New York: Grail Foundation Press, 1998.
Green, Miranda. *Aspects of Roman Life: Roman Technology and Crafts.* London: Longman Group, 1979.
Harris, Jacqueline. L. *Science in Ancient Rome.* New York: Franklin Watts, 1998.
Johnson, Peter. *Romano-British Mosaics.* Buckinghamshire, U.K.: Shire Publications, 1995.
Ling, Roger. *Romano-British Wall Painting.* Buckinghamshire, U.K.: Shire Publications, 1985.
Majno, Guido. *The Healing Hand: Man and Wound in the Ancient World.* Cambridge, Massachusetts: Harvard University Press, 1975.
Nicholson, Paul T. *Egyptian Faience and Glass.* Buckinghamshire, U.K.: Shire Publications, 1993.
Rook, Tony. *Roman Baths in Britain.* Buckinghamshire, U.K.: Shire Publications, 1992.
Snedden, Robert. *Technology in the Time of Ancient Rome.* New York: Grail Foundation Press, 1998.
Woods, Geraldine. *Science in Ancient Egypt.* New York: Franklin Watts, 1998.

Government/Social Structure

Adcock, F.E. *Roman Political Ideas and Practice.* Ann Arbor: University of Michigan Press, 1959.
Barry, Nicholas. *An Introduction to Roman Law.* Oxford: Clarendon Press, 1962.
Bell, Patricia E. *imperium et civitas.* Toronto: Irwin Publishing, 1988. Contains passages to translate.
Classics Department. *Ancient Elections and Politics.* Baltimore: University of Maryland.
Crook, J.A. *Law and Life of Rome.* Ithaca, New York: Cornell University Press, 1967.
Hodges, Peter. *Aspects of Roman Life: Roman Family Life.* Burnt Mill, Essex: Longman Group, 1974.
Strasheim, Lorraine A. *oro vos faciatis: An "Election Unit".* Oxford, Ohio: American Classical League.
Wiedemann, Thomas. *Greek and Roman Slavery.* London: Routledge Press, 1989.

Archaeology

Aston, Mick and Tim Taylor. *The Atlas of Archaeology.* Toronto: Viking Press, 1998.
D'Andrea, A. Catherine. *Archaeology from the Ground Up.* Toronto: The Ontario Educational Communications Authority, 1989.
Hughes, James (ed.). *The World Atlas of Archaeology.* London: Portland House, 1988.
Williams, Wendell and Sarah Wisseman. *Ancient Technologies and Archaeological Materials.* New York: Gordon and Breach Publishing Group, 1993.

General Information

Bell, Patricia E. *amor et amicitia.* Toronto: Irwin Publishing, 1989. Contains passages for translation.

Bradley, Pamela. *Ancient Greece: Using Evidence.* Victoria: Edward Arnold Australian Limited, 1990.

Bradley, Pamela. *Ancient Rome: Using Evidence.* Victoria: Edward Arnold Australian Limited, 1990.

Cairns, Trevor. *The Romans and their Empire.* Cambridge: Cambridge University Press, 1970.

Garden, Glen. *Life B.C.* London: Heinemann Educational Press, 1980.

Liberati, Anna Maria and Fabio Bourbon. *Ancient Rome: History of a Civilization that Ruled the World.* New York: Stewart Tabori and Chang, 1996.

Martel, Hazel Mary. *The Kingfisher Book of the Ancient World from the Ice Age to the Fall of Rome.* New York: Larousse Kingfisher Chambers Incorporated, 1995.

Nardo, Don. *The Way People Live: Life in Ancient Rome.* San Diego: Lucent Books, 1997.

Shelton, Jo-Ann. *As the Romans Did: A Sourcebook in Roman Social History.* Oxford: Oxford University Press, 1988.

Sitwell, Nigel. *Outside the Empire: The World the Romans Knew.* London: Paladin Graftin Books, 1984.

Whalen, Paul. *multas per gentes.* Toronto: Irwin Publishing, 1989. Contains passages for translation.

Websites

Teachers are reminded to preview websites they plan to use in class or direct students to use. It is recommended that teachers refer to their board's protocols regarding the use of Internet Resources by students to determine in what way they should use the following sites.

Virtual Tour of ancient Rome. Site links to a novel about Spartacus, a Roman newspaper, etc.
– http://www.ancientsites.com/cgi-bin/twep/nph-rage/as/asgallery/engine/tour.html-num=^2^-adcid=^11^-campaign=^9^-VID=^3355026^-file=^/www/htdocs/an/as/xi_records/cities/rome/tours/t2/100/6/28.log^-node=^7^-locp=^Rome^-city=^rome^-ad_comid:comid=^25^-version=^2^-rsessionName=^Ot86m7^-dbhost=^severus^-dir=^an^-dbport=^7243^

Legio XX group – a recreation group which specializes in ancient Roman armour and combat. Information about suppliers of materials, information about ancient military strategy and technique.
– http://www.larp.com/legioxx/index.html

Legio IV Flavius. This site was created by an enthusiast in Ontario who is trying to create his own legion. It contains interesting links and information. – http://members.home.net/legate/

Latin Links. This is a website which offers readings from authentic Latin texts as well as a dictionary, grammar aide, and historical information. – http://www.utep.edu/latin/

Ancient Oil Lamps. This site offers reproduction oil lamps from various parts of the Roman Empire and from other cultures in ancient times. Good visuals for projects or just to show students what ancient oil lamps looked like. – http://members.tripod.com/~Oil_Lamps/

Nova Roma. This is an interesting website offering information about: laws and edicts, government, religion, games, literature, art, and a chat room for enthusiasts. – http://www.novaroma.org/main.html

Diotima. This site shows costumes recreated based on ancient statuary and paintings.
– http://www.uky.edu/ArtsSciences/Classics/norma.html

History of Fashion and dress, a website maintained by the University of Alaska
– http://www.costumes.org/pages/fashiondress/ancientworld.htm

Hope's Costume of the Ancients. These sites features hair styles, costume suggestions, etc.
– http://www.costumes.org/pages/books/hope/hoperoman1.htm
– http://www.costumes.org/pages/timelinepages/ancientrome1.htm

Virtual Tours of Ancient Rome and Greece. This site links you to dozens of other sites on Roman history, art, architecture, etc. There is also an excellent virtual tour of modern Rome, with explanations of each view. – http://www.geocities.com/Athens/Forum/6946/artlinks.html

The *Forum Romanum.* This site offers information about the history, use and visuals of the ancient Roman Forum. – http://library.thinkquest.org/11402/homehis.html

Pompeii Interactive. This is a promotional site for ordering a CD which provides virtual tours of Pompeii, along with written explanations, worksheets and quizzes. – http://www.pompeii.co.uk/

Pompeii. This site contains excellent visuals of wall paintings etc. from Pompeii as well as detailed explanations of their importance. – http://jcccnet.johnco.cc.ks.us/~jjackson/pomp.html

Roman Painting. This site contains an explanation of the four styles of Pompeian painting as well as great visuals for students to see. – http://harpy.uccs.edu/roman/html/romptg.html

Pompeii Forum Project. This site contains an excellent overview of the modern remains of Pompeii (picture taken from a balloon), as well as a description of the project to create a reconstruction of the forum. – http://jefferson.village.virginia.edu/pompeii/page-1.html

Virtual museums. – http://palimpsest.stanford.edu/icom/vlmp/

Classics metasite. This is an excellent and huge site with links to hundreds of other sites on Classical topics (a.k.a. Perseus project). – http://rome.classics.lsa.umich.edu/welcome.html

Mythology encyclopedia: – http://pantheon.org/mythica/

Duke University Classics: – http://scriptorium.lib.duke.edu/papyrus/

Coded Expectations, Classical Languages, Level 2, University Preparation, (Greek/Latin) LVGBU/LVLBU

Oral Communication: Listening

Overall Expectations

LIV.01 · demonstrate an understanding of spoken Latin or ancient Greek appropriate to the level;
LIV.02 · show an understanding of various aspects of ancient societies.

Specific Expectations

LI1.01 – demonstrate an understanding of words, phrases, sentences, questions, and passages in Latin or ancient Greek by correctly answering questions and accurately translating material;
LI1.02 – demonstrate an understanding of grammar and vocabulary in passages of Latin or ancient Greek presented orally (e.g., in passages read by the teacher, passages dramatized by peers, taped materials);
LI1.03 – demonstrate knowledge of aspects of ancient societies (e.g., scientific theories, technological innovations, practice of medicine) by responding to information presented orally (e.g., in presentations, oral reports, talks by guest speakers).

Oral Communication: Speaking

Overall Expectations

SPV.01 · communicate orally in the Classical language, using vocabulary and grammar appropriate to the level;
SPV.02 · demonstrate an understanding of passages in Latin or ancient Greek appropriate to the level;
SPV.03 · communicate information about various aspects of ancient societies to others.

Specific Expectations

SP1.01 – use vocabulary and standard pronunciation in Latin or ancient Greek in oral language activities (e.g., dialogues, dramatizations);
SP1.02 – use grammatical constructions appropriate to the level in Latin or ancient Greek in oral exercises (e.g., form-and-ending drills, exercises that involve unscrambling sentences);
SP1.03 – use their knowledge of Latin or ancient Greek root words and grammar to speak correctly in English;
SP1.04 – convey the meaning of passages in the Classical language appropriate to the level by accurately translating, paraphrasing, and summarizing the passages, and answering questions, both with and without preparation (sight translations);
SP1.05 – show an understanding of the material studied by expressing personal interpretations (e.g., in group discussions, presentations, and debates);
SP1.06 – demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities (e.g., debates, contests) and individual oral presentations (e.g., book reviews, reports on topics such as ancient medicine).

Reading

Overall Expectations

REV.01 · read and demonstrate an understanding of passages in the Classical language appropriate to the level;

REV.02 · demonstrate knowledge of a broad range of topics relating to ancient societies.

Specific Expectations

RE1.01 – read passages in the Classical language for comprehension of main ideas and respond through a variety of activities;

RE1.02 – identify grammatical constructions appropriate to the level in Latin or ancient Greek passages, as well as in English texts (e.g., subjunctives, participles, deponents/ middle voice verbs, imperatives);

RE1.03 – use knowledge of the vocabulary and grammar of the Classical language to increase reading comprehension;

RE1.04 – demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials (e.g., historical fiction, newspaper and magazine articles, CD-ROMs) in detailed reports, presentations, and discussions.

Writing

Overall Expectations

WRV.01 · write sentences in the Classical language, including answers to questions, using grammar and vocabulary appropriate to the level;

WRV.02 · use correct vocabulary and grammar in English;

WRV.03 · demonstrate an understanding of passages in the Classical language in various writing activities;

WRV.04 · show an understanding of ancient societies in various writing activities.

Specific Expectations

WR1.01 – use Latin or ancient Greek vocabulary correctly and appropriately in a variety of writing activities (e.g., sentence composition, crossword puzzles);

WR1.02 – apply grammatical forms appropriate to the level correctly in the Classical language in question-and-answer activities (e.g., sentence completion and multiple-choice exercises, sentence composition);

WR1.03 – use correct grammar and vocabulary in English in a variety of writing activities;

WR1.04 – use their knowledge of Latin or ancient Greek root words and grammar when writing in English;

WR1.05 – demonstrate an understanding of passages in the Classical language by writing translations, paraphrases, and summaries, as well as answers to questions, both with and without preparation (sight passages);

WR1.06 – produce pieces of writing in a variety of forms (e.g., journals, film reviews, short essays) to express personal reactions to material studied, using correct vocabulary and grammar in English;

WR1.07 – demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public (e.g., book reports, essays and fact sheets to accompany visual displays).

Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

OCV.01 · identify and describe the influence of the Classical language on the formation of other languages;

OCV.02 · apply their knowledge of Latin or ancient Greek vocabulary and grammar to English and other languages;

OCV.03 · show an understanding of the influence of Classical culture on later societies.

Specific Expectations

OC1.01 – demonstrate their knowledge of a wide range of words derived from the Classical language in English and other languages (e.g., create a glossary of words relating to science or music);

OC1.02 – identify Latin and/or ancient Greek phrases and abbreviations that are used today (e.g., in mottoes, in fields such as medicine and law);

OC1.03 – use correctly grammatical forms that are common to the Classical language, English, and other languages in speaking and writing activities (e.g., use subordinate clauses in complex sentences correctly);

OC1.04 – speak and write in English with clarity, precision, and good diction;

OC1.05 – gather and analyse archaeological information relating to the ancient world, using a variety of electronic and print sources (e.g., the Internet, software packages, books);

OC1.06 – show the influence of Classical culture on later societies in areas such as science, art, and philosophy in various projects (e.g., prepare a presentation showing the widespread use of Classical images and allusions in advertising).

Unit 4: Ancient Culture

Time : 35 hours

Unit Description

As in Classical Languages Level 1, students further enhance their understanding of the language by studying a variety of topics based on the ancient culture. Through a variety of activities, including individual research projects and group work, guest speakers, hands-on activities, and re-enactments, students have the opportunity to see the past come alive. This section of the course is taught in English (with reference to Classical passages read in class), and involves a variety of teaching and learning approaches. This unit constitutes a valuable opportunity for teachers and students to be creative and imaginative in learning about ancient cultures.

It is recommended that teachers read through the activities, and decide how they wish to offer them (e.g., as independent studies, seminars, group projects, enrichment activities). In this way, classroom time can be used more effectively. Also, the time indicated for the activities refers to time used in the classroom; many activities will require students to do additional work outside of class time. Teachers are reminded that this unit is not to be taught as a whole, but interspersed with translation, grammatical knowledge, and vocabulary and derivative exercises throughout the term.

Strand(s) & Learning Expectations

Strand(s): Oral Communication: Listening, and Speaking, Reading, Writing, Application of Knowledge of the Classical Language to Other Contexts

Overall Expectations

LIV.02 - show an understanding of various aspects of ancient societies;
SPV.03 - communicate information about various aspects of ancient societies to others;
REV.02 - demonstrate knowledge of a broad range of topics relating to ancient societies;
WRV.02 - use correct vocabulary in English;
WRV.04 - show an understanding of ancient societies in various writing activities;
OCV.01 - identify and describe the influence of the Classical language on the formation of other languages;
OCV.02 - apply their knowledge of Latin or ancient Greek vocabulary and grammar to English and other languages;
OCV.03 - show an understanding of the influence of Classical culture on later societies.

Unit Synopsis Chart

Activity	Time	Expectations	Assessment	Tasks
1. Ancient Cities	240 min	SP1.05, SP1.06, RE1.04, WR1.03, WR1.07, OC1.05	K/U; T/I; C; A	- map work, research, presentation with fact sheet
2. Roman and Greek Army	240 min	LI1.03, SP1.05, SP1.06, RE1.04, WR1.03, WR1.06, WR1.07, OC1.05, OC1.06	K/U; T/I; C; A	- video, creative activity, research, game
3. Trade and Economics	240 min	LI1.03, SP1.05, SP1.06, WR1.07, OC1.05, OC1.06	K/U; T/I; C; A	- game, creative writing, research, map work, role play, business plan

4. Ancient Religions	240 min	LI1.03, SP1.03, RE1.03, RE1.04, WR1.03, WR1.07, OC1.05, OC1.06	K/U; T/I; C A	- game, research, story-telling, map work, re-enactments
5. Technology, Science, Medicine	240 min	LI1.03, SP1.05, SP1.06, RE1.04, WR1.07, OC1.05. OC1.06	K/U; T/I; C; A	- visual presentation, research project
6. Government and Social Structure	240 min	LI1.03, WR1.04, SP1.05, SP1.06, WR1.03, WR1.07, OC1.04, OC1.06	K/U; T/I; C; A	- role playing, creative project
7. Historical Fiction	240 min	LI1.03, SP1.05, SP1.06, RE1.03, RE1.04, WR1.03, WR1.04, WR1.06, WR1.07, OC1.04, L01.03	K/U; T/I; C; A	- reading, report writing, presentation
8. Archaeology	420 min	LI1.03, SP1.05, SP1.06, RE1.04, WR1.03, WR1.07, OC1.04	K/U; T/I; C; A	- research, artwork, excavation, presentation

Prior Knowledge & Skills

Students are expected to have acquired knowledge of the cultural material from the Level 1, Classical Languages course and an understanding of the course content taught to date. This is assumed for every activity in this unit. Where other knowledge is required, this will be indicated at the beginning of each activity.

Accommodations

See the comprehensive list of accommodations in the Course Overview.

Resources

An extensive list of resources, listed by topic, is provided in the Course Overview.

Activity 1: Ancient Cities

Description

Students study the cultures of the ancient Mediterranean world centred on major cities, such as Athens, Rome, Alexandria. By studying the development of ancient urban centres, students begin to associate the civilization with its geographical location. They also translate this knowledge into an understanding of the development of these countries and the urban centres found within them.

Specific Expectations

SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
RE1.04 - demonstrate knowledge of various aspects of ancient society gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;

WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.05 - gather and analyse archaeological information relating to the ancient world using a variety of electronic and print sources.

Planning Notes

It is recommended that teachers provide blank map templates of the Mediterranean world, Middle Eastern, European, and North African lands familiar to the ancient Greeks and Romans. (Teachers may wish to contact the Geography and History departments within their schools to obtain these blank maps, if necessary.) Towns, cities, and other settlements should be indicated on the students' copies so that there is no confusion over the exact location of a site. Students should have pencil crayons, markers, and highlighters to do this activity. Teachers may also want to make transparencies on an overhead projector or use CD-ROMs, which have map graphics and virtual tours of the cities. Teachers should also provide map templates of Rome, Athens, Alexandria, Londinium, etc. Teachers may use these activities at various points in the course where they deem them most appropriate.

Prior Knowledge & Skills

Students are assumed to have some general knowledge of geography and general information about the Classical world as was taught in the Level 1 course. Students are assumed to have an understanding of the way in which to make a class presentation, and of the technological vehicle(s) they will use for this presentation. .

Teaching/Learning Strategies

1. Teachers use the blackline master maps to see if students remember basic geographical facts, such as the location of Athens in Greece and Rome in Italy.
2. Teachers distribute the blackline masters maps of the city or cities being discussed.
3. Teachers ask students why the cities were located where they were; what would make the people build where they did? Notice elements such as: topography, water source, proximity to major body of water, natural defenses provided, strategic or military importance, natural resources (e.g., olive trees, gold/silver/iron mines), arable land, proximity to trade routes.
4. Students mark on the map, features such as city walls, main roads, water sources, religious centres, public buildings and a North point.
5. Alternatively, teachers divide the students into five small groups and assign a city to each group. In jigsaw formation, students first learn about their assigned city – Where would you go to watch a play, get water, buy things? Once the students have learned about their assigned city, they rotate to teach the other groups about that city.
6. Using the criteria in Strategy 3, students can compare Athens or Rome to the community in which they live.
7. Next, in different groups (so that students having knowledge about different cities are grouped together), students are asked to compare ancient cities from different cultures. For example, students could be asked to compare the urban layout of Rome or Athens to that of a Mayan, a Chinese, or an African city (each group would be asked to compare different cities). Students are asked to note similarities and differences and what these tell the observer about the cultures who inhabited them.
8. Students prepare, within the above groupings (as in Strategy 7), a presentation which communicates their findings to their classmates and shows their understanding of the topic. Students should also produce a fact sheet, from which their peers can review the information of the presentation for a test or exam. This presentation can incorporate elements of technology, as appropriate to the specific classroom, (i.e. electronic slide show presentations, video presentations, etc.). See Appendix A1 for an outline.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers use discussion questions to gauge students' knowledge of modern and Classical geography, i.e., retention of previously-taught material.

Summative: Students' knowledge can be evaluated through tests, quizzes, or exam questions.

- Teachers can also evaluate student learning through the student presentation activity.
- Students could be asked to create a travel brochure for an ancient city which they have studied.
- Students could also be asked to create a virtual tour of a chosen ancient city.

Activity 2: Roman/Greek Army

Description

This activity develops students' understanding of ancient military organization, methods, and tactics. Students are meant to appreciate the contribution of the ancient military to the livelihood and prosperity of ancient Greece and Rome, and to understand the existence of these ancient military structures and strategies throughout the ages, even unto modern times.

Planning Notes

It is recommended that teachers gather resources useful to them in their approach to this topic (books, slides, videos, etc.) as well as the technologies needed to display these resources where necessary. Teachers could arrange for a guest speaker, (e.g., a member of the Military, Militia, Cadets or Legion), in which case they should be sure to create an outline of the topic in order to help this person present.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
RE1.04 - demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;
WR1.06 - produce pieces of writing in a variety of forms to express personal reactions to material studied using correct vocabulary and grammar in English;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.05 - gather and analyse archaeological information relating to the ancient world using a variety of electronic and print sources;
OC1.06 - show the influence of Classical culture on later societies in areas such as science, art and philosophy in various projects.

Teaching/Learning Strategies

1. Teachers select a video clip (be sure to clarify board licensing agreements before doing this) to show the class in order to activate their interest in the ancient Roman or Greek army.
2. Teachers ask the students: What information about the Roman or Greek army did you already know, and what information did you glean from the video clip? Teachers may also wish to invite students to express what they would like to learn about the ancient army. Teachers next solicit from the class the answers to such questions as: What was the purpose of an army in the ancient world? What methods would have been used to fight? What types of hazards would the ancient army have faced? What is

the purpose of an army in the modern world? What methods are currently used in combat? What types of hazards are faced by the modern army? What are the ethical questions/issues faced by ancient soldiers and modern ones? The Roman army was loyal to the general, not the state: What implications would this have had for ancient armies, and for modern ones? Teachers can also lead students through a discussion of human rights with regard to the military: What punishments/treatments do soldiers face in the modern army as compared to what was allowed in the ancient army (e.g., capital punishment for disobedience).

3. Students are asked to read information from their texts, from handouts, or from other sources, such as Caesar III, to learn more about the Roman or Greek soldier.
4. If possible, teachers could arrange for a member of the Canadian military, Cadet Corps, or Militia to bring in her or his equipment and explain what is essential for a modern soldier to carry. He or she could also explain what it was like to undergo training, what physical endurance tasks were required, and so forth – the students themselves could compare this to the experiences of ancient soldiers based on classroom learning to date. A member of the Canadian Legion could speak about the ways in which warfare has changed over time.
5. Students next complete a chart asking them to compare the modern army (whatever they know) to the ancient army (e.g., what would a soldier in each have packed in their kit bags? What would each have eaten? How would the daily lives of each be similar and different?) These charts can be used as a basis for class discussion from which students add to their charts any items they did not originally have.
6. Teachers brainstorm with students and complete a semantic web (cognitive map) which outlines other uses of the army and duties of the soldier: i.e., soldiers built bridges, roads, aqueducts, towns, etc. and opened vast areas of Europe to Mediterranean influence.
7. As a creative activity, using the information from the activities done in class, students could research and construct a model of a Roman fort, a road, a soldier's collection of tools/weapons/accessories, a specific battle scene, etc. Students who are particularly computer-literate could create a battle simulation or virtual tour related to the military. See Appendix A2 for a model worksheet and A3 for a marking rubric.
8. As a kinesthetic learning experience, students could play "Capture the Flag", or a similar game which requires them to move as a team, or incorporate military principles of stealth and strategy as an ancient soldier would have had to do. In order to make this activity more authentic, the teacher could divide students into *legiones,* have a *signifer,* and incorporate other elements of the ancient Roman or Greek armies.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers begin by eliciting student responses through discussion which reveals their level of understanding of ancient warfare and soldiery.

Formative: Teachers conference with students to monitor the progress of the creative project.

Summative: Student knowledge can be evaluated through the creation of a model of a Roman fort, a collection of tools, specific battle scene, etc.

- Test and exam questions also evaluate student learning.

Activity 3: Trade/Economics

Description

Students often express interest in the economic organization and types of money used in the ancient world. This activity provides students with an understanding of how wealth was gained and lost in the ancient Mediterranean world, how different cultures interacted through trade, and the relative value of things compared to modern times.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.05 - gather and analyse archaeological information relating to the ancient world using a variety of electronic and print sources;
OC1.06 - show the influence of Classical culture on later societies in areas such as science, art and philosophy in various projects.

Planning Notes

Teachers should gather a variety of resources having to do with ancient Mediterranean currency and trade (see Resources). They may also wish to gather some replica coins which can be obtained inexpensively from such sources as the Royal Ontario Museum or the American Classical League. Teachers should also obtain a map of the world which can be placed on a bulletin board, a large number of push-pins, and a ball of string. They can also photocopy or adapt the accompanying Globingo Card (see Appendix A4). The teacher will also need a map of the ancient Mediterranean either as an overhead (with some overhead markers) or a wall map that can be placed on a bulletin board. Teachers may also wish to consult with the business teacher at their school for helpful information on how to do the business plan assignment in Strategy 10.

Teaching/Learning Strategies

1. Teachers begin by leading students in a game of Globingo. Each student is given a Globingo Card (see Appendix A4) which lists a variety of questions they must ask their peers. Students are given approximately 5 - 10 minutes (teachers can allot more or less time depending on the size of the class) to circulate among their peers and ask the questions listed on the sheet. They fill in the name of the person in the appropriate spot on the Globingo Card, and have "Globingo" when they have filled one complete line or an entire card (the teacher can decide this depending on how much time is to be spent on this activity). This activity is intended to encourage students to consider the global nature of the items which they commonly use, and to explore this global reality in an interactive, kinesthetic way.
2. When the students have filled in one line or the whole card, everyone takes her or his seat and the teacher asks students to indicate which countries are represented on their cards. The teacher places the first push-pin in the city or town in which the school is located (as closely as possible) and then places other pins to correspond to those countries indicated by the students as represented on their Globingo cards.

3. When all the countries indicated have been placed, the teacher then attaches the end of a piece of string to the school's location, and then links this pin to each of the other pins, one at a time, winding the string back and forth, always connecting back to the school location. This stresses to the students the constant connection (through trade) between their town or city and dozens of foreign locations throughout the world.
4. When this is finished, the students can view the web of interconnected trade routes, which demonstrates how closely connected they are to various places around the globe. This indicates the importance of trade to the modern economy, and the importance of cultures to each other, and leads to a discussion of trade in the ancient world. Common belief in the modern world is that we have only just recently developed a global economy (enhanced by e-commerce); however, throughout history, a global economy has existed in which a wide variety of materials were exchanged through trade routes spanning the known world.
5. Next, students are asked to consider themselves an ancient Roman or Greek character from their text. The teacher can divide students into small groups and assign an identity to each group (e.g., one group is Volubilis, one is Salvius, one is Quintus; or one is Marcus, one is Cornelius, one is Flavia). The teacher also gives each group an assignment, e.g., you are Cornelius and must buy your sister a wedding present. What would you buy? Where would you get it? Where would it have come from? How much do you think it would cost in modern Canadian money?
6. The teacher then sets up a map of the ancient Mediterranean world (either as a wall map or an overhead) and, using the characters' home as the starting point, each group plots the provinces or places mentioned in their group's activity. Then the teacher joins these points as before (either using string or overhead markers) to show students how interconnected ancient cultures were through trade, and how similar this is to the modern world.
7. Once students have considered the types of items available through ancient trade, and where these items would have come from, and how they would have been transported, they can next consider how they would be paid for. Teachers can ask students: What form of payment do you think would have been used for ancient trade? Was there such a thing as credit, or insurance? Students will likely be able to deduce that an exchange of goods could have occurred – so many goats for so much cloth – and that coin currency could have been used. With regard to the value of Roman coins, encourage students to ask not "What was a denarius worth?", but rather "What could a denarius buy?" This is a difficult question to answer because there are no sources which state what item cost what amount in ancient Rome, for example. However, we do know that a soldier's annual salary was 900 sesterces in the reign of Augustus (*Res Gestae Divi Augusti,* P.A. Brunt ed., Oxford University Press, 1967. p. 57.) and that this soldier was able to keep only one-fifth to one-quarter of this amount (after deductions for food, armour, and clothing), which could be used for wine, gambling, supporting his family, and other expenses (CLC III, p. 84). As an alternative, students could research the same information on the Internet for homework and present it to the class.
8. Teach the Latin on Canadian coins: D.G.—Dei gratia; Regina. Teach the derivation of "money" from Juno Moneta, the Latin *pecunia* from *pecus*, a herd of cattle, the first unit of currency mentioned in *Iliad* 6: Diomedes deceives Glaukos by persuading him to exchange armour as a show of "friendship"; Glaukos' gold armour is worth 100 oxen whereas Diomedes' bronze armour is worth only 9 oxen. Our national motto, *A mari usque ad mare,* appears on the coat of arms of Canada and on the 20-dollar bill. Using the Internet, students could also research what other countries use Latin or ancient Greek on their currencies, and report back.
9. Setting aside one class period, teachers can actually re-enact an ancient marketplace in the classroom and have students fill the roles of merchants. Teachers ask students to choose an area of the ancient Mediterranean world which they would like to represent (the teacher may have different provinces written on slips of paper which are drawn from a hat – one person could represent Italia, another could represent Aegyptus, another could be Britannia, etc.). Students are asked to consider what they have learned about the products made by their province and consult other sources (as homework) in

order to create an appropriate item, e.g., pottery, foodstuffs, clothing, slaves [puppets or actual volunteers], etc. – these items need not be elaborate or expensive. On the day of the activity, each student sets up his or her own stall displaying the item(s) for sale, and is given a small cache of replica coins (made of cardboard, or clay, actual pennies) as the teacher chooses. Everyone is given the same amount. The students are asked to mix together and bargain with each other to trade goods for money or for other goods; at the end of the activity, students explain what they have learned about this economic system and how it compares to that familiar to them.

10. As a more formal project, students prepare a business plan (See Appendices A5 and A6) in which they set up a merchant's stall in a forum or agora. Students must identify the item they have to sell; where they get the raw material and how they get it to where they need it to be; what obstacles they will face in the process, decide whether they will produce the item themselves, hire freedmen to do it, or import it; how they are going to finance their business venture (patron or moneylender), and so forth.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers use the Globingo activity and class discussion to determine what awareness students have of the modern global economy, and review what they know about the way goods were bought and sold in the ancient Mediterranean world based on the knowledge gained in the Level 1 course and the Level 2 course to date.

Summative: Teachers evaluate students' learning through test and exam questions relating to material learned.

- Students' understanding of the material can also be evaluated through the business plan assignment.

Activity 4: Ancient Religions

Description

This activity enhances students' understanding of ancient religious beliefs and their importance to ancient Greece and Rome.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
SP1.03 - use their knowledge of Latin or ancient Greek root words and grammar to speak correctly in English;
RE1.03 - use knowledge of the vocabulary and grammar of the Classical language to increase reading comprehension;
RE1.04 - demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.06 - show the influence of Classical culture on later societies in areas such as science, art and philosophy in various projects.

Planning Notes

Teachers gather a variety of resources regarding ancient religions such as: video clips (see resources), slides, books with photographs, etc.

Teaching/Learning Strategies

1. Teachers can gauge students' knowledge of Greek and Roman gods and goddesses by playing "NAME… THAT… DEITY!". Teachers create a series of statements identifying various gods and goddesses, e.g., this god stole cattle as a baby; this goddess was the guardian of marriage. Students are divided into teams (at the teacher's discretion), and the teacher then asks each team to identify a deity by his or her description. Teams receive one point per correct answer and can be given a 'prize' if the teacher wishes (or the game can be played as a cooperative activity).
2. Teachers create a note with students or provide a handout, listing the names of the gods and goddesses, showing the similarities between Greek and Roman deities, and providing an outline of their characteristics from which students can study to ensure they know the correct identities.
3. Teachers, or interested students, then re-enact a storytelling, asking remaining students to fill the role of an ancient audience. Alternatively, the teacher could link this activity to a translation of myths from Ovid or from the text, for example. Depending on the teacher's class size, age of student, and personal taste, the teacher can ask the students to seat themselves around him or her as an audience, and create a storytelling atmosphere (using flashlights, music, etc.). After telling the myth, teachers can ask students: What is a religion? What is a myth? Teachers can write student responses on the board and create a note which explains the specific characteristics of each, their similarities and differences. Next, teachers ask students: How were these gods and goddesses worshipped? Students offer their suggestions, based on whatever understanding they have of ancient religious rites, which are noted on the board or overhead.
4. Looking at a map of the Mediterranean world (including Europe, Asia Minor, and Africa), students suggest what other religions were contemporary with those of ancient Greece and Rome. Students can be asked: You are a slave… a senator… a merchant in Britain. Which gods and goddesses would you have worshipped and why? This brainstorming shows that a great variety of religions co-existed with Classical ones and that each would have offered different things to ancient peoples (why these people would have become converts).
5. Teachers next discuss the different types of priesthoods extant in ancient Rome or Greece, e.g., the Vestal Virgins, the Arval Brotherhood, etc., emphasizing how Roman priesthoods were political in nature, connecting families to political power through religious power. Teachers also discuss the role of personal family gods, protectors of the family, within these religions, and the rituals associated with them. In addition, the rise of Emperor worship was an important development which teachers could explain to students – the creation of gods out of mortal Emperors. As well, teachers can discuss the combination of Classical and other deities as the Greeks and Romans expanded throughout the Mediterranean, e.g., Jupiter-Amon; Athena-Aphaia; Sulis-Minerva. As an alternative to this, students could be divided into groups to research and present information regarding the calendar, various priesthoods, the role of the *Pontifex Maximus*, the design of temples, festivals, etc. They should also include a fact sheet. The presentation of this information should take approximately twenty minutes per topic.
6. Since the impact of mythology has been so great on art, science, medicine, even advertising, students can prepare a poster or electronic slide show presentation in which they research the presence of ten mythological or ancient religious characteristics within the modern world, (e.g., names of vehicles, names of drugs, brands of food, etc.) They then present these to the class.
7. As a creative, interactive learning reinforcement activity, teachers could re-enact an ancient sacrifice, or re-enact an ancient festival or rite such as Saturnalia or Lemuria.

Assessment & Evaluation of Student Achievement

Diagnostic: The NAME… THAT… DEITY! activity assesses students pre-existing knowledge of the topic, as do the brainstorming activities.

Summative: Teachers can assess students' knowledge through the presentation, test, and exam questions.

- Teachers may also have students create research projects, or engage in personal response writing.

Activity 5: Technology/Medicine/Science

Description

Ancient technology, medicine, and science can prove highly impressive to the modern student. The ancient Classical world boasted an amazing level of achievement in these areas, as well as highly intriguing and surprising developments. This activity is aimed at providing students the opportunity to see areas of modern western society considered the most valuable through their ancient Mediterranean roots, and to appreciate how great the Classical legacy is in these areas.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
RE1.04 - demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.05 - gather and analyse archaeological information relating to the ancient world using a variety of electronic and print sources;
OC1.06 - show the influence of Classical culture on later societies in areas such as science, art and philosophy in various projects.

Planning Notes

This activity is best used when the class reaches translations in the text having to do with construction, technology, or medicine. Teachers gather resources related to this topic to use as visuals or models (check with your teacher/librarian for ideas about resources).

Teaching/Learning Strategies

1. Teachers post on the board or overhead a variety of types of technologies (ancient and modern) and ask students to divide them – ancient technologies on the left and modern ones on the right (e.g., **crane, theodolite**, rocket, **elevator, turbine,** television, **incendiary weapon,** satellite, **plumbing, cement, automatic door,** computer – the items in bold are **ancient** technologies, which may surprise many students.) Teachers should point out the impact of the development of sources of power (steam engines, electricity) on the development of technology. A key question teachers may wish to ask is: If these ancient people had such technologies, why did they not progress in other areas as modern western civilizations have, e.g., developing the television, the computer, the automobile, robots?

2. Once students can identify the types of technologies which did and did not exist in the ancient Mediterranean world, teachers can ask them to suggest ideas about what types of things the Greeks and Romans built with these technologies. Teachers can use this discussion to create a note outlining the technologies used, and the innovations in building made by the ancients, e.g., pointing out the Roman refinement of cement and creation of concrete, the development of the arch, the Greek water organ and water clock, and so forth. (See Resources for materials.)
3. Teachers can also ask students to consider how the location of different buildings affected the structure the buildings would take, creating a note which students take down, (e.g., in Britain, houses sometimes actually had heated floors because of the cold climate, whereas in Rome itself, only the floors of the bath houses would have been heated because the climate was milder).
4. Using visuals (slides, pictures, or video clips), teachers can show students the different types of buildings used in ancient Greece and Rome for different purposes (e.g., how a wealthy person's *villa* differed from a poor person's place in an *insula*) and what materials/technologies would have been used to build each (see Resources).
5. Next, teachers obtain pictures of ancient medical implements (see Resources) which they display to students. In small groups, students are given a picture of one or two implements and are asked to suggest what they could have been used for, noting this on the back of the picture or on a piece of paper. Following this, a student from each group is asked to stand before the class and show their picture(s), explaining what it looks like and what their group thought it was used for. Others in the class can offer opinions. When a group has made its suggestion, the teacher can then explain how accurate they were, what the implements were really used for, and any related medical developments. This information can be used to generate a note on ancient medical innovations and abilities, and their similarities and differences from modern times.
6. Teachers can then ask students to brainstorm common modern medical complaints and suggest ways in which a modern doctor would treat these. Then the teacher can explain how these complaints would have been treated in the ancient Mediterranean world (e.g., using a peppercorn to break a tooth causing a toothache and remove it; using spiders' webs to stop bleeding; using ground up mouse bits to heal a gaping wound, etc.). The Romans, for example, used medical treatments developed by Egyptians, Hebrews, and Mesopotamians, showing the important interconnectedness of ancient cultures.
7. Students can then be given a list of topics, e.g., ancient astrology, navigation, shipbuilding, artillery, etc., from which they can choose one to research. The teacher can decide if this is to be a significant research project or a smaller assignment, and whether it is to be presented to the class.

Assessment & Evaluation of Student Achievement

Diagnostic: Strategies 1 and 2 provide teachers with diagnostic information about the level of knowledge of their students.

Summative: Test and exam questions can be based on the notes created through the above activities.

- The student project/presentation can also demonstrate students learning.

Activity 6: Government/Social Structure

Description

This activity, which could be linked to translations from the text, leads students to consider the government and social structure of ancient Rome or Greece, looking at such aspects as the *cursus honorum,* Republican vs. Imperial structure, social hierarchy (slaves vs. freedmen vs. freeborn), gender issues, *metics,* members of the *Areopagus,* etc.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
WR1.04 - use their knowledge of Latin or ancient Greek root words and grammar to speak correctly in English;
SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.04 - speak and write in English with clarity, precision, and good diction;
OC1.06 - show the influence of Classical culture on later societies in areas such as science, art and philosophy in various projects.

Planning Notes

Teachers obtain sticky labels in order to do the first exercise in this activity. They may wish to confer with the teacher/librarian or computer technology teachers at their school for assistance with gathering resources.

Teaching/Learning Strategies

1. Teachers may wish to introduce this lesson through a kinesthetic activity, which demonstrates the formations of class or social groupings. This approach leads students to consider how social groupings are made, how people are excluded, and the emotional effects of these social groupings.
   To begin, teachers should arrange with one or two students in advance that they will be excluded during this activity (this needs to be kept secret from the class in order for the activity to work). These students should be asked if they are comfortable doing this, and should be chosen by the teacher based on their strong sense of self-confidence and self-esteem.
   Teachers should prepare in advance several different groups of stickers (allotting four or five students per group). Each group of stickers should be labelled with an occupation or social level (e.g., *eques, senator, plebs*, or *argentarius, rhetor, coquus*).
   Students are asked to stand silently in a line and to close their eyes (they should be asked if they are comfortable with this, and if not, they can sit out and observe). The teacher then takes the stickers previously prepared and sticks one on each person's forehead (or back) so that the students are each labelled with an occupation or social group.
   Since the stickers are on the students' forehead (or back), they cannot see what label they have been given. Students should be instructed not to speak while doing this activity, and when everyone has been given a sticker (except those prearranged) they are to circulate and attempt to organize themselves so that each occupation or social level forms its own group. Because they cannot speak, they must do this through body language and mime, e.g., indicating to other students that they should stand together since they have the same sticker; this will make some people feel included and others feel excluded when they are left out of different groups they try to join.
   When all students have found their groups, except those prearranged, the groups should be seated together. (This whole process takes only about five to ten minutes). The real value of this activity comes from the discussion afterward: teachers lead students in a discussion of the process they have just experienced, asking questions like: How did you find out where you belonged? How did you know if you tried to join the wrong group? How did this make you feel?
   The people who had no group are asked such things as: How did you know where to go? What did you feel as you observed others finding, and being embraced by, a group? The discussion will naturally lead to the issue of racism, discrimination, social division, class structure, cliques, and will

likely cause students to bring up the parallels within their own school or town/city. This activity is often used for anti-racism education, but provides students with excellent food-for-thought when considering ancient social divisions. In this way, they see that the same types of exclusionary and inclusionary ideas that led to slavery, social class restrictions, and, so forth, in the ancient world still exist in the everyday social organization around them.

2. Teachers brainstorm with students, asking what types of social groups existed within the ancient Greek or Roman world. Students will likely easily come up with slaves, and wealthy people, and through discussion, teachers can suggest others, writing them on the board or overhead, with explanatory notes. Because this activity can be connected to translations from the text, teachers can use characters from the text to illustrate the different levels of society.
3. Teachers can also use visual representations to illustrate the social divisions and compare the ancient to modern levels, e.g., use a pyramid to illustrate ancient social strata. Creating a chart, drawing or illustration, like a pyramid, and labelling it with the different social strata (in Rome: slaves, freedmen, plebians, *equites,* senators, emperor; in Greece: helots/slaves, *thetes, zeugitai, hippeis, medimnoi, pentacosiomedimnoi*) will aid students in understanding the relative power and importance of each level. This visual can be accompanied by explanatory notes, describing the chacteristics of each class, conditions for movement between them, social interaction/marriage between them, etc.
4. Next, teachers discuss the *cursus honorum,* the social ladder which Romans could ascend under certain conditions, providing appropriate board, overhead, or printed notes.
5. As well, it is important to discuss the social status of women within these different groups (providing appropriate board, overhead, or printed notes). Whatever characteristics, rights, benefits a social class had, the women within this class had specific limitations placed on them in both Greece and Rome and were denied political office.
6. Students create a board or computer game (complete with instruction sheet) based on the *cursus honorum* which requires them to incorporate the information learned in class regarding social levels. The goal of this game would be to progress from the lowest social level to the highest. Students can also be asked to play each others' game to test for accuracy and functionality, and as a review of the material learned. Teachers should provide an instruction sheet to guide students in their creation of a suitable game (size, characteristics, level of complexity) as well as a sample marking rubric so that students are aware of the criteria for evaluation (see Appendices A7 and A8).

Assessment & Evaluation of Student Achievement

Diagnostic: The initial activity and subsequent discussion reveal students' pre-existing understanding of the topics, and what students have learned about the topics from the translations and other work done in class.

Formative: Teachers monitor group activities and discussions to ensure students remain on task and understand the concepts and material being taught.

Summative: Teachers evaluate students' understanding through test and exam questions.

- Teachers also evaluate students' understanding through their creation of a board or computer game reflecting the material learned.

Activity 7: Historical Fiction

Description

Students are asked to select a work of historical fiction which they read and on which they write a report, focusing on a variety of issues or questions set out by the teacher.

Specific Expectations

SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
RE1.03 - use knowledge of the vocabulary and grammar of the Classical language to increase reading comprehension;
RE1.04 - demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;
WR1.04 - use their knowledge of Latin or ancient Greek root words and grammar when writing in English;
WR1.06 - produce pieces of writing in a variety of forms to express personal reactions to material studied using correct vocabulary and grammar in English;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.04 - speak and write in English with clarity, precision, and good diction.

Planning Notes

Teachers consult their teacher/librarian to learn which books of historical fiction set in Classical times are available in their school. They may need to arrange the purchase of additional books, or to direct students to borrow books from the public library in their town or city, if necessary. Teachers compile a list of authors or titles from which students can choose (see Resources for Bibliography), as well as a variety of focus points which can guide students through their reading and report. Teachers also need to prepare an instruction sheet and marking rubric to inform students of the basis for evaluation. The class time allotted for this activity is primarily intended to be used for presentation of the book reports, not for the reading of the novels.

Prior Knowledge & Skills

Students are expected to know fundamentals of writing a book report.

Teaching/Learning Strategies

1. Teachers provide students with a bibliography of titles from which to choose (see Resources) and a rubric outlining the basis of evaluation for this activity.
2. Teachers should also spend some time instructing students how to write the book report to conform to their specific expectations, and may want to provide some class time for peer editing and troubleshooting.
3. Students are instructed to read the chosen book (and should be allowed to alter their choice if they find the original selection not suitable) within a set period of time. They must then write a report of 1500 words containing the information required in the assignment outline and containing at least ten derivatives. Students are then asked to give an oral presentation to the class based on their book report.
4. Students create a movie poster as if they were making a film version of the book they have read. They should select modern actors to play each of the main characters and incorporate some information (e.g., tag line/slogan) about the book to appear on the poster. This assignment can also be done in the form of a website, if desired. Teachers should provide a checklist of the required elements for this creative assignment and a marking rubric to inform students as they do their work (see Appendices A9 and A10).

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers can use class time to determine if students understand the proper format for writing a book report, and teach any skills required.

Formative: If time permits, teachers use class time for conferencing with students to ensure they are not encountering difficulties with the assignment.

Summative: Students submit a report based on their reading which demonstrates that they have read the book, understood the Classical content contained within, and have communicated this knowledge through effective writing skills and creativity.

- Students create a poster or website demonstrating an understanding of the plot of the book and an ability to present a Classical story to a modern audience.

Activity 8: Culminating Activity – Archaeology

Description

This activity is designed to allow students to experience an approximation of an actual archaeological dig by having them participate in various activities. By researching a site, and recreating five artifacts, students gain knowledge about the customs, architecture, religion, government, and other aspects of the culture which they have been, and continue to be, studying.

Specific Expectations

LI1.03 - demonstrate knowledge of aspects of ancient societies by responding to information presented orally;
SP1.05 - show an understanding of the material studied by expressing personal interpretations;
SP1.06 - demonstrate a detailed knowledge of cultural aspects of ancient societies by sharing information in various group activities and individual oral presentations;
RE1.03 - use knowledge of the vocabulary and grammar of the Classical language to increase reading comprehension;
RE1.04 - demonstrate knowledge of various aspects of ancient societies gained through reading a variety of materials in detailed reports, presentations and discussions;
WR1.03 - use correct grammar and vocabulary in English in a variety of writing activities;
WR1.07 - demonstrate knowledge of aspects of ancient culture in various pieces of writing intended for peers, teachers, or the general public;
OC1.04 - speak and write in English with clarity, precision, and good diction.

Planning Notes

Teachers consult the administration of their schools to obtain permission to dig a few holes in an area of school lawn. If this is impossible, recycled photocopy paper boxes, dish pans, or other small boxes could be filled with inexpensive potting soil in order to do this activity. Teachers also select enough ancient sites from the Roman Empire to accommodate groups of approximately five, and to ensure that sufficient research materials are available for students to write the report. As well, students should be asked to bring in as many of the excavation tools as possible. Teachers need to be creative in approaching this activity and adapt it to meet their specific situations. (See Appendix A11 for a guide.) Alternatively, teachers could ask an archaeologist from a local museum or university to be a guest speaker and to assist with this activity. With some adjustment, where a language component is added, this activity could constitute an authentic performance task which could be used as the summative assessment for the class.

Teaching/Learning Strategies

1. First, teachers engage students in a discussion which reveals their preconceived ideas about archaeology, e.g., do they really think archaeology is all about finding vast wealth and saving the world as in the movie *Indiana Jones*? It is important for teachers to impress on students that, while archaeology is an amazing pursuit, it rarely involves the level of excitement or wealth commonly shown in Hollywood depictions; it is not about treasure hunting, but rather focuses on reconstructing a view of a culture based on what it left behind.
2. Next, teachers (with the assistance of an archaeologist, if possible) instruct students on proper archaeological technique – what the various tools are for, how to use them, what not to do at a site, etc.
3. Students create, or are placed by the teacher in, groups of approximately five each.
4. The teacher places slips of paper containing a variety of sites, e.g., the Temple of Artemis at Ephesus, the Lighthouse at Pharos, the Temple of Castor and Pollux, in a bowl or hat, and one student from each group selects a site at random. Students must keep these assigned sites secret from their peers in other groups in order for this activity to work. Teachers also must provide a marking rubric and an outline of expectations to inform students in their work.
5. Students are then instructed to research the site, and are provided with some class time to do this. They must write a report about the site (approximately 1000 words, maximum), outlining its structure, importance, and history. They must select five items which would have been found by archaeologists at this site (one of which gives a clear clue as to its identity) and recreate them, or a fragment of them. The report must include a description of each artifact, an explanation of why it was important and connected to the site, and how it was made. **Note:** kits or prefabricated artifacts cannot be used. These artifacts must be small enough to fit entirely in the hole or box where the dig will occur. If the site for the dig is outside, it is a good idea to coat the artifacts with a transparent waterproofing to protect them from the elements. The report must also include a sketch of each artifact, labelled.
6. Once the artifacts are made and the report is done, each group submits them to the teacher in a sealed box. The teacher will assess the report and the artifacts to ensure their quality before giving the group the site of another group to excavate. Using careful excavation techniques, students recreate the atmosphere of an actual dig and locate all five finds, making accurate measurements of their location in the pit.
7. When they have completely excavated their site, each group studies the artifacts and attempts to deduce the identity of the site given their previously learned knowledge of the ancient world. They give a brief oral report in which they identify the artifacts and the possible site, giving justification. Accurate archaeological methods must be reflected in this report; therefore, it must be accompanied by a sketch of each artifact found and a square form of the dig site.

Assessment & Evaluation of Student Achievement

Diagnostic: Teachers gauge students' understanding and preconceived ideas regarding archaeology through discussion.

Formative: Teachers observe students as they contribute to their group effort, keeping them on task and dealing with problems.

- Teachers also monitor the appropriateness of each group's artifacts to ensure that the activity is fair (everyone is excavating artifacts made with care and effort).
- Teachers also observe the dig in progress, evaluating students' use of proper technique.

Summative: Students' artifacts, site reports, and final reports are evaluated according to the standards provided in Appendix 11.

Appendix A1

Comparison/Presentation Outline, Ancient Cities

- You will work in a group of ____ students on this assignment.
- Each group will be assigned one city from the Roman or Greek empire and one ancient city from another part of the world.
- Working together, you will research aspects of these two cities, discovering similarities and differences between them.
- Using the information you have gained, draw conclusions about the cultures that created these cities.
- Present your information to the teacher in a short written report (600-750 words approximately 3 pages, typed).
- Present your information to the class in an oral presentation (4-5 minutes). See the checklist for the required elements of this presentation.
- You will have _____ in-class periods and _____ days for independent research, so this project will be due on: _____.

Your paper will be marked based on:

- Depth of explanation of similarities and differences;
- Conformity to research instructions;
- Accuracy;
- Spelling and Grammar.

Your presentation will be marked based on:

- Clear explanation of similarities and differences;
- Response to audience questions/input;
- Use of effective visuals;
- Presentation techniques: use of capture technique, e.g., making the presentation dressed as Haterius, a Roman contractor), meeting of time requirements, effective speaking.

Assignment Checklist

Research

- ❑ Consult at least ____ sources, e.g., magazines, books, websites.
- ❑ Retain your original notes and hand them in with your final report.
- ❑ Discover at least ____ similarities and at least ____ differences.
- ❑ Draw at least ____ conclusions about the cultures of each city.
- ❑ Meet word limit requirements.

Presentation

- ❑ State clearly define similarities and differences.
- ❑ Thoroughly explain conclusions.
- ❑ Address questions from the audience showing evidence of understanding of your topic.
- ❑ Incorporate effective visuals.
- ❑ Meet time requirements.

Learning Skills

- ❑ Did you participate actively and fairly in the research necessary for this assignment?
- ❑ Did you participate actively and fairly in the creation of the report?
- ❑ Did you participate actively and fairly in the presentation?

Appendix A2
Model Project Outline

Prepare a project on the Greek or Roman Army. Possible projects include:

- a model of a fort or acropolis (e.g., Troy)
- a soldier's collection of tools, weapons, accessories, e.g., a *pugio, pilum, hasta*
- a 3-D model, diorama, or computer program representing a specific battle scene
- a 3-D model, or computer program representing different military battlefield organizations/strategies
- a working scale model of siege or battlefield equipment, e.g., a catapult, *ballista,* or siege tower
- another model, program, etc. provided you discuss your idea with your teacher first

Your project will be evaluated based on the following criteria:

- historical accuracy
- visual appeal
- level of detail

You will also be asked to make an informal presentation of your project to the class, explaining what you made, and how you made it.

Checklist

- ❑ Project adhered to the due date.
- ❑ Project is neat.
- ❑ Project demonstrates workmanship and attention to detail.
- ❑ Materials appropriate to the time period were used, e.g., you did use materials which make your project appear authentic.

Appendix A3
Model Project Marking Rubric

	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Historical Accuracy	- demonstrates limited historical accuracy	- demonstrates some historical accuracy	- demonstrates considerable historical accuracy	- demonstrates a high degree of historical accuracy
Visual Appeal	- demonstrates limited visual appeal and appearance	- demonstrates some visual appeal and appearance	- demonstrates considerable visual appeal and appearance	- demonstrates a high degree of visual appeal and appearance
Level of Detail and Workmanship	- demonstrates limited details of decoration and artistry	- demonstrates some details of decoration and artistry	- demonstrates considerable details of decoration and artistry	- demonstrates a high degree of details of decorationand artistry

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix A4

Globingo Card

Circulate among your classmates and find people who fulfill each of the categories in the card below. Place their names in the appropriate spot. When you have filled your card, let your teacher know. You have 5 minutes! Good Luck!

Find 4 people who…

… are wearing an item of clothing made in a foreign country →	Where? _____ Who? _____	Where? _____ Who? _____	Where? _____ Who? _____	Where? _____ Who? _____
… are wearing a piece of jewellery containing materials from a foreign country →	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____
… ate a food grown or processed outside of Canada some time today →	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____	Where? _____ What? _____ Who? _____
… once lived in a foreign country →	Where? _____ Who? _____	Where? _____ Who? _____	Where? _____ Who? _____	Where? _____ Who? _____
… speak a foreign language (or who have a close family member who does) →	Which one? _____ Who? _____	Which one? _____ Who? _____	Which one? _____ Who? _____	Which one? _____ Who? _____

Appendix A5

Roman Business Plan Assignment Outline

"Who Wants to Make One Million Sesterces?"
You are a freedman living in Rome who has just obtained his freedom. Now, since your former master no longer directly supports you, you must establish your own business in order to support yourself and, perhaps, a family.

- First, choose a commodity or item which you would like to sell, e.g., olive oil, wine, cloth, etc.
- Decide on a location in the city for your business, e.g., a stall in the forum, a permanent shop at the front of someone's house… Consider whether you should rent or buy this location.
- Next, identify the raw materials you will need in order to sell your commodity or item. (Does it come pre-made or do you have to manufacture it? If you must manufacture it, should you hire freedmen or buy slaves? Why? Remember that if you decide to buy slaves, you must be able to feed, clothe, and house them or else they will not be productive for long!).
- Then, you must consider where these materials are located within the empire, and what method of transportation you should use to bring them to Rome, e.g., overland or by ship?
- How will you advertise your item or commodity?
- How much will you charge for this item? Why?
- From whom will you gain financial backing for your business to pay for the expenses you cannot yet afford (e.g., your *patronus,* or a moneylender?)

Using a variety of resources, e.g., the Internet, text book, other research materials, research the area of origin of the goods you wish to sell, the shipping methods available within the ancient Roman empire, advertising methods commonly used, and so on and prepare a financial plan which you will present to your backer in order to persuade him to give you money to start your business. Make sure to answer all of the questions listed above, and add any additional information you think is important and which may sway your backer to support you.

The Business Plan

- Make your plan 750 - 1000 words in length.
- Use proper sentence and paragraph form under these headings: Name of Shop, Rent or Purchase price of Shop, Raw Materials, Commodity Sold, Workers, Selling Price, Location of Raw Materials, Transportation of Materials/Commodity, Financial Backing
- Make a proper title page and Bibliography as discussed in class.
- Type your report in 12-point CG Times, Times New Roman, or similar font.
- Double space your business plan.
- Make sure to consider the attached marking rubric so that you understand how this will be marked and be careful not to forget any part of this assignment.

Bonam Fortunam!

Appendix A6

Roman Business Plan Assignment Marking Rubric

Who Wants to Make *One Million* Sesterces?	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Organization and Research	- demonstrates limited organization and limited relevant research	- demonstrates some organization and some relevant research	- demonstrates considerable organization of the report and considerable relevant research	- demonstrates a high degree of organization relevant research
Clarity and Authenticity	- demonstrates limited authenticity and clarity	- demonstrates some authenticity and clarity	- demonstrates considerable authenticity and clarity	- demonstrates a high degree of authenticity and clarity
Practicality and Relevance of the Commodity or Good	- demonstrates limited practicality and relevance of the commodity within the ancient Mediterranean world	- demonstrates some practicality and relevance of the commodity within the ancient Mediterranean world	- demonstrates considerable practicality and relevance of the commodity within the ancient Mediterranean world	- demonstrates a high degree practicality and relevance of the commodity within the ancient Mediterranean world
Spelling and Grammar	- demonstrates limited correct spelling and grammar skills	- demonstrates some correct spelling and grammar skills	- demonstrates considerable correct spelling and grammar skills	- demonstrates a high degree of correct spelling and grammar skills

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix A6 (Continued)

Format Checklist

- Typed? _____ yes _____ no
- 12-point font (CG Times or Times New Roman?) _____ yes _____ no
- Proper sentence form? _____ yes _____ no
- Proper paragraph form? _____ yes _____ no
- Proper title page? _____ yes _____ no
- Proper Bibliography? _____ yes _____ no
- Proper headings used? _____ yes _____ no
- Adherence to word limit? _____ yes _____ no
- If there are any "no" responses above, you will be required to do this assignment again, so be very diligent in checking your work for these criteria.

Appendix A7

Board Game Assignment Outline

Create a board game or computer game which follows a candidate's career through the *cursus honorum.*
Your game will be evaluated for:

- completeness and accuracy of detail
- complexity of steps and reversals in the game
- clearness of instruction
- spelling and grammar
- visual appeal

** If you create this game on the computer, make sure that the program used is the same as ones at school, so that your teacher is able to run it in order to evaluate it!

Include the following information as steps on your board or computer game:

- ❑ possession of ONE MILLION sesterces
- ❑ *vigintivir*
- ❑ *tribunus militum*
- ❑ *quaestor*
- ❑ *tribunus plebes or aedilis*
- ❑ *praetor*
- ❑ *pro praetore*
- ❑ *consul*
- ❑ *pro consule*
- ❑ *censor*
- ❑ *dictator*

Also, your game should include at least one means of advancement or reversal per step. Be creative!

Appendix A8

Board Game Assignment Marking Rubric

	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Completeness and accuracy of detail	- demonstrates limited completeness and accuracy of detail	- demonstrates some completeness and accuracy of detail	- demonstrates considerable completeness and accuracy of detail	- demonstrates a high degree completeness and accuracy of detail
Complexity of steps and reversals in the game	- demonstrates limited use of strategy and tactics	- demonstrates some use of strategy and tactics	- demonstrates considerable use of strategy and tactics	- demonstrates a high degree use of strategy and tactics
Clarity of instruction	- demonstrates limited clarity of instruction	- demonstrates some clarity of instruction	- demonstrates considerable clarity of instruction	- demonstrates a high degree of clarity of instruction
Sensory appeal	- demonstrates limited sensory appeal	- demonstrates some sensory appeal	- demonstrates considerable sensory appeal	- demonstrates a high degree of sensory appeal

Note: A student whose achievement is below level 1 (50%) has not met the expectations for his assignment or activity.

Appendix A9

Historical Fiction Assignment Outline

Novel Study You are to read an historical novel set within ancient Greece or Rome, or cultures with which they came in contact. Following this, you are to submit a written report incorporating four elements:

- a brief summary of the plot (250 words minimum),
- a description of at least three significant characters (500 words minimum),
- an explanation of whether you did or did not enjoy the book, and whether you would recommend it to others (100 words minimum),
- and an explanation of at least three things you have learned about the ancient world (150 words minimum).

Choose one aspect of the book and research it to determine its historical accuracy (500 words).

**** You will also be evaluated based on spelling and grammar and organization of this report, so write carefully!**

Poster Activity

You are to create a movie poster as if you were making a film version of the book you have read. You should select modern actors to play each of the main characters (at least 4) and incorporate some information (e.g., tag line/slogan) about the book in a for the film to appear on the poster. This assignment can also be done in the form of a website, if you prefer.

Checklist

- ❑ Make sure to have clear references to the novel you have read in your poster's visuals and text.
- ❑ Represent at least 4 characters on the poster, illustrated by pictures of the actors you would choose to play their role.
- ❑ Include a descriptive sentence in the poster relating to the novel, e.g., "The power of Rome in the hands of a madman!"
- ❑ Ensure that your poster is neat, creative, and as artistic as possible.
- ❑ If you are creating a website, ensure that it can be viewed at school by your teacher for the purposes of evaluation.

These elements above will form the basis of evaluation for the poster assignment.

Appendix A10

Historical Fiction Assignment Marking Rubric

Report:

	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
Clarity of Description	- demonstrates limited clarity of plot description	- demonstrates some clarity of plot description	- demonstrates considerable clarity of plot description	- demonstrates a high degree of clarity of plot description
Effectiveness of Character Description	- demonstrates limited effectiveness with character description	- demonstrates some effectiveness with character description	- demonstrates considerable effectiveness with character description	- demonstrates a high level of effectiveness with character description
Organization	- demonstrates limited organization	- demonstrates some organization	- demonstrates considerable organization	- demonstrates thorough organization
Spelling and Grammar	- demonstrates limited spelling and grammar skills	- demonstrates some spelling and grammar skills	- demonstrates considerable spelling and grammar skills	- demonstrates thorough spelling and grammar skills

Poster Based On Novel:

	Level 1 (50 – 59%)	Level 2 (60 – 69%)	Level 3 (70 – 79%)	Level 4 (80 – 100%)
References to Novel	- demonstrates limited references	- demonstrates some references	- demonstrates considerable references	- demonstrates thorough references
Quality of Workmanship	- demonstrates limited organization and neatness	- demonstrates some organization and neatness	- demonstrates considerable organization and neatness	- demonstrates thorough organization and a high degree of neatness
Creativity	- demonstrates limited creation and visual appeal	- demonstrates some creation and visual appeal	- demonstrates considerable creation and visual appeal	- demonstrates a high degree of creation and visual appeal

Note: A student whose achievement is below level 1 (50%) has not met the expectations for this assignment or activity.

Appendix A11

Archaeology Activity Outline

- Your team will excavate a square assigned to you that has been dug by another group, planted with artefacts, and backfilled with soil.
- Trowel ½ - 1 cm at a time, keeping trowel at a 45° angle. **Slice and lift** soil towards you. When soil accumulates, use a dustpan to remove it to a garbage bag or screen. Keep the bottom of the trench level. Don't allow loose soil to accumulate in the square; you want to be able to see artifacts clearly when they are uncovered. Don't lean on the baulk or disturb the floor of the square with your hand, elbow, etc. Other team members should be sifting through the dirt removed from the pit to ensure that no artifact is contained in it.
- As soon as an artifact is discovered, one excavator works to uncover it carefully. Measure the artifact's distance from each side of the square pit, measure its depth from the grass surface (from the top and bottom of the artifact), and call out these numbers to the student acting as recorder.
- Before any artifact is removed, it must be completely uncovered. This means that you should continue to remove soil from the entire square, not just around the artifact! When the artifact is completely recorded, remove it for washing or dry brushing.
- Excavate the **entire** square, maintaining as straight a baulk as possible, until you reach a floor of 30 cm below ground surface. Be sure that all soil is sifted so that you do not miss artifacts. Do not stop digging just because you think you have found all five artifacts: what you think may be a piece of ancient glass or sculpture may turn out to be a pop bottle or stone when cleaned
- When excavation is complete, backfill the square you have excavated, compress soil to ground level and carefully unroll the turf so that all evidence of disturbance disappears. Collect your spikes from the square you dug. Clean and pack all equipment. Research may now begin.
- **Please note: you must collect your equipment and fill in your square properly. Failure to do so will cost you points.**
- Now, begin researching your site based on the artifacts you have found. Use the school Library/Resource centre and the Internet as resources.
- You should deal with each artifact separately. In the written report, describe shape, size, material, texture, colour, unusual markings or inscriptions. Use resource material to suggest possible function, location and date of the artifact. Always progress logically from evidence to hypothesis; don't begin with assumptions and twist the evidence to fit them!
- Try to draw conclusions as to the nature, chronology, and location of the site, using the artifacts as clues. Make your hypothesis as logical and scientific as possible. If you cannot determine the name of the site, come as close as you can, e.g. an Early Imperial amphitheatre in Syria.
- The written report must be submitted. Neatness helps, but logical reasoning is crucial. Include an introduction, presentation of evidence and reasons for hypothesis, conclusion, endnotes and bibliography. Make sure to indicate the name of all students on your team and their role in this activity, e.g., recorder, excavator, sifter, researcher, sketch artist, etc.

Appendix A11 (Continued)

Interpretative Report

- The final report will include:
  a) a top plan and cross-section of the square showing artifacts and features discovered; include a scale and north point/10
  b) 5 artifact sketches, labelled with your team's idea of what each is, and showing measurements (size)/5
  c) a written interpretative essay (1000 words) describing the artifacts, their use, dates to which the artifacts belong, and nature of the site /25 (including 5 points for spelling and grammar)
  d) an oral presentation in which you describe the objects, give data concerning them, and posit an interpretation of the site. This presentation will be limited to 5 minutes./10
- During the oral presentation, each member of the team should be given a chance to present at least one artifact or conclusion.

(* Teachers seeking additional, more detailed information on this activity should consult the website of the Ontario Student Classics Conference at http://classicsconf.tripod.com/)